Australian
Career Development Studies

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An Australian Government Initiative

Component One: Helpers Pack
Awareness of Career Development

For further information and assistance with your learning, please phone the toll-free ACDS hotline on 1300 363 015

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CONTENTS

OVERVIEW **3**

GETTING READY TO FACILITATE LEARNING WITH OTHERS 3

TOPIC 1 - COULD THIS BE YOU? **4**

INSTRUCTIONS TO DELIVER SESSION 5
ACTIVITY 1 HANDOUT 6

TOPIC 2 - CAREER, CAREER DEVELOPMENT **8**

INSTRUCTIONS TO DELIVER SESSION 10
ACTIVITY 1 HANDOUT 11

TOPIC 3 - WORLD OF WORK **12**

INSTRUCTIONS TO DELIVER SESSION 14
ACTIVITY 1 HANDOUT 17
ACTIVITY 2 HANDOUT 18
ACTIVITY 3 HANDOUT 22

TOPIC 4 - TAKING RESPONSIBILITY **23**

INSTRUCTIONS TO DELIVER SESSION 24
ACTIVITY 1 HANDOUT 26

TOPIC 5 - BEING MORE EFFECTIVE AS A HELPER **30**

INSTRUCTIONS TO DELIVER SESSION 31
ACTIVITY 2 HANDOUT 34
ACTIVITY 3 HANDOUT 36

TOPIC 6 - GOAL SETTING AND ACTION PLANNING **37**

INSTRUCTIONS TO DELIVER SESSION 38
ACTIVITY 1 HANDOUT A 39
ACTIVITY 1 HANDOUT B 40

TOPIC 7 - WHERE TO FIND MORE INFORMATION ON TRAINING, LEARNING & WORK OPTIONS **41**

INSTRUCTIONS TO DELIVER SESSION 44
ACTIVITY 1 HANDOUT 48
ACTIVITY 2 HANDOUT 50

USEFUL RESOURCES **51**

REFERENCES **51**

EVALUATION FORM **52**

OVERVIEW

After working your way through the material in the Learners' Pack, you may decide that you have enough knowledge to lead discussion groups, deliver a PowerPoint presentation or facilitate a small workshop. You may even wish to work through this material simply for further learning, although the theme and in some cases the content may be similar to what you have already completed.

Topics covered in the Helpers' Pack are as follows:

Topic 1: Could this be you?
Topic 2: Career and career development.
Topic 3: The world of work. Essential information everyone should know.
Topic 4: Taking responsibility.
Topic 5: How can I be more effective? Reach your own potential and help others to reach theirs.
Topic 6: Goal setting, action planning and why you need a pathway.
Topic 7: Where to find more information on training, learning and work options.

Each session has two main components:

- Instructions and activities to assist you to facilitate learning for the session.
- PowerPoint slides and notes to assist you with further information for presentations.

Symbols used in this resource are as follows:

Handouts for participants

Getting ready to facilitate learning with others

Career development can be complex. Discuss your intentions with people who may have an interest in, or authority over, you or the group you intend to deliver this package to before facilitating any learning. This will ensure that you are adequately prepared and have reached agreement on the delivery of these materials in advance.

Each topic requires half an hour of facilitation at minimum, so please ensure you do not try to deliver too much information in the time you have available. It may help to practice the activities and delivery beforehand to ensure you can stick to your allocated timeframe.

TOPIC 1 - Could this be you?

Situations people find themselves in

Career development in the 21st century is affected by whole-of-life experiences including personal values, educational achievements, interests, and skills. In this session participants are asked to reflect on their current situation and the influences and events that have brought them to this point in their life. They could be:

- a helper assisting another individual to find a pathway.
- a parent, friend or relative of someone who wants support.
- someone considering where to go next in their own career, or looking for an occupational change.
- retrenched or experiencing a period of unemployment.
- simply at a stage where they are seeking growth in, and control of, their life.
- experiencing a range of other variations of the above situations.

There is one activity and a PowerPoint presentation to support delivery of this session.

Prior Preparation Needed

Before commencing this session you may wish to familiarise yourself with the "My Guide" part of the myfuture website. This site contains activities and articles to help you reflect on your career so far and understand what your current career needs are. It can be accessed at the following link – http://www.myfuture.edu.au

Resources Required

- 1 copy of the handout for Activity 1.
- Whiteboard and markers.
- Pens or pencils.

Time Required

30 minutes.

PowerPoint Presentation Notes

The PowerPoint presentation for this session contains slides and accompanying notes. Just look at the bottom of the screen to see the notes window. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to deliver session

Step 1:

Work through the PowerPoint presentation slides 1 – 3 to give participants an overview of "Australian Career Development Studies" and where Component 1 fits.

Step 2:

Work through slides 4 – 7.

Ask participants to reflect on their life and career so far. Hand out Activity 1 worksheets. Completing this activity will encourage participants to think about their current position in relation to their career.

Step 3:

Complete the Activity.

Resources required

1 copy of the handouts for each participant.

Pens and/or pencils.

Time required

15-20 minutes.

Step 4:

Show slide 8.

Activity 1 Handout

Influences affecting your life and career development so far (examples have been provided).

Interests - What you like doing (e.g. swimming, walking)
Skills (e.g. typing, driving)
Personal Values - What you think is important (e.g. social justice, honesty)
Education and / or Training (e.g. Certificate III Business, First Aid Certificate)
Where you have lived (e.g. regional area, city)
How you prefer to spend your time (e.g. with friends, at work)

All of these factors influence the development of your career.

Think about the people in your life who have had the most positive influence on you. What is it you respect about them?

Think about a positive experience you have had in your life.
What was it about the experience that made you feel good?

How could you use the answers to the previous questions to help you make career-related decisions in the future?

TOPIC 2 - Career, Career Development

Having a sound understanding of the concepts of career and career development gives participants useful background knowledge for managing their lives.

> "The definition of career has changed. Career no longer refers to particular pathways through work or to an occupational title. Career is the sequence and variety of work roles (paid and unpaid), which one undertakes throughout a lifetime. More broadly, 'career' includes life roles, leisure activities, learning and work. Some people think that 'career' refers only to prestigious pathways through work; they do not see that everyone has a career, which each of us develops, and that work, learning and life are all connected" (Miles Morgan Australia, 2003, p.14).

This session contains an activity that requires you to download a document from the internet and then lead a group discussion on its content. The activity and PowerPoint presentation will help you to provide participants with a better understanding of the subject of career and career development.

Prior Preparation Needed

Read through all of the material in the Helpers' and Learners' Pack for this session.

<u>Before you facilitate the activity:</u>

1. Download the publication "Career, more than just a job" free of charge at http://www.myfuture.edu.au/Include/StreamContent.ASP?ID=22
   In this publication the subject of career development is well laid out and easy to understand. Written by Mary McMahon and Peter Tatham for the Department of Education, Training and Youth Affairs, this 23-page document is in widespread use by career practitioners, as guidance material for those wanting to better understand career development.

2. Read this document so that you have a good understanding of the content. Once you have read it you will see that each chapter is summarised in bullet points. Make some notes about the main points of each chapter.
3. Write the summarised bullet points down the left side of a whiteboard or piece of butchers paper, and leave space on the right side to write down responses from the group that are generated through discussion.
4. Photocopy the handout for the activity.

Resources required

- PowerPoint facilities or a set of overhead transparencies for Session 2.
- 1 copy of the document "Career, more than just a job", which may be downloaded from http://www.myfuture.edu.au/Include/StreamContent.ASP?ID=22 .
- Photocopy of handout for Activity 1 – "Career, more than just a job".
- Whiteboard and markers.
- Butchers paper and markers.

Time required

30 minutes to 1 hour.

PowerPoint Presentation Notes

The PowerPoint presentation is designed for those helpers who wish to deliver a presentation on the subject of career and career development.

The slides come complete with session notes. Just look at the bottom of the screen to see the notes window. You can drag this window upwards to see more of the notes. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to Deliver Session

Step 1:

Work through slides 1 – 7.

Step 2:

Complete Activity 1 – "Career, more than just a job". The instructions are as follows:

1. Discuss your notes, and the document "Career, more than just a job", with your participants in a general way. Provide participants with a copy of the handout for Activity 1.

2. Use the summarised bullet points on the handout to lead discussions with the whole group about their understandings of career and career development.

3. Write the summarised bullet points down the left side of a whiteboard or butchers paper, so that you have room to write the responses from the groups' discussions. You may wish to do this before the discussion commences to save time.

4. Tell participants they may wish to copy the extra information from the whiteboard or butchers paper onto their own copy of the handout to refer to in the future.

If you have enough time you may wish to look at chapters other than Chapter Two "Career and Career Development", contained in the publication. However, the idea is to brainstorm a few points rather than many, to ensure quality information is produced from the session.

This information will help people to better understand that a career is more than just a job.

Step 3:

Show slide 8.

Activity 1 Handout

"Career, more than just a job"

Career and Career Development	**What does this mean?**
Career has increasingly broadened from a term that is synonymous with occupation or job, to one that represents the configuration of all facets and roles of an individual's life	
All individuals have a career	
Paid employment is one element of career	
Career development is a lifelong process	
Career development is a unique process for each individual	
Career development is subject to a range of influences	

"Career, more than just a job", (McMahon & Tatham, 2002)

TOPIC 3 - World of Work

Many people may have been in the workplace for some time. It is important they understand that there have been many changes in the world of work over the last decade or so. The new world of work provides people with a multitude of job and work options to suit their lifestyle needs. This session will help participants to better understand the nature of the workplace in Australia at present.

There are three activities and one PowerPoint presentation to help you facilitate a session about the new world of work. The activities are:

- **Activity 1 – New World of Work.**
- **Activity 2 – Employability skills for the new world of work.**
- **Activity 3 – Transferable skills.**

These activities are designed for discussion purposes. Leading your group through the activities will help them to better understand the world of work and the skills required to successfully participate in it.

Prior Preparation Needed

- Read through all the material in the Helpers' and Learners' Packs for this session.
- Download and read "Career, more than just a job" if you have not already done so. http://www.myfuture.edu.au/Include/StreamContent.ASP?ID=22
- Download the ACCI "Employability Skills" paper (ACCI & BCA, 2002).

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Resources Required

- PowerPoint facilities or a set of overhead transparencies for Session 3
- 1 copy of each activity handout for each participant. Alternatively you could write the words on a whiteboard or butchers paper beforehand. If you wish to complete Activity 2, you will also need to photocopy and cut out a set of key employability skills squares as well.
- Whiteboard and markers (if required)
- Butchers paper and markers (if required)
- Pens/pencils

Time Required

30 minutes per activity.

PowerPoint Presentation Notes

The PowerPoint presentation is designed for those helpers who wish to deliver a presentation on the subject of the world of work.

The slides come complete with session notes (normal view pane). Just look at the bottom of the screen to see the notes window. You can drag this window upwards to see more of the notes. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to deliver session

Step 1:

Show slides 1-3.

Step 2:

Complete Activity 1 – New World of Work. Instructions are as follows:

Look at the table on the following page before facilitating this session. It contains sample answers for some of the terminology now used when we talk about the "New World of Work". You may also wish to read the relevant sections from the two papers referred to in the "*Prior Preparation Needed*" notes at the beginning of this session.

1. Discuss the changes that have occurred over the last twenty years in the world of work, and how some of the traditional patterns of work have been replaced with more flexible forms of work.

2. Divide participants into groups and supply them with a copy of the handout for Activity 1.

3. Ask participants to discuss what this terminology means to them, and to fill in the template with their ideas. Blanks have been left at the bottom of the table for other words and concepts they may think of.

4. Ask each group to report back on their understandings and ideas.

Sample Answers for Activity 1 – New World of Work

Concept/word	Your understanding (Examples are provided in this table for the facilitator)
World of work today	"We live in a world of work where a 'job for life' is no longer the norm… Your career in the current world of work is likely to involve: • a range of different jobs • work for a number of organisations • experience in more than one industry • the opportunity to develop more than one interest or talent • varying work arrangements (e.g. full-time, temporary, contract, self-employment) • lifelong learning • times of unemployment and underemployment." Retrieved from http://www.myfuture.edu.au (Nov 2004)
Entrepreneurial	Look for opportunities. Think outside the box. "An enterprise is an activity or a project that produces services or products for others in the community. Entrepreneurs are people who come up with ideas, create new enterprises, organise them and look after them." Retrieved from http://www.myfuture.edu.au (Nov 2004)
Lifelong learning	Lifelong learning is a continuous process; individuals need to take responsibility for their own learning. Learning takes place over the lifespan, not just at school.
Job for life	The concept of a "job for life" is largely outdated. The workplace has become very dynamic offering a variety of opportunities. Most people will have several jobs in a lifetime.
Self-management	People need to be able to manage their own career.
Globalisation	This has impacted on work, competition, and opportunities.

Step 3:

Show slide 4.

Step 4:

Complete Activity 2 "Employability Skills for the World of Work". Below is some background information you may need for this activity:

> In 2002 the Australian Chamber of Commerce and Industry and the Business Council of Australia (ACCI & BCA) produced the "Employability Skills for the Future" report for the Department of Education, Science and Training. It contains the results of research carried out with small, medium and large sized enterprises in 2001.
>
> If you have not already done so, download the publication "Employability Skills for the Future", to learn more about the key employability skills and personal attributes that enterprises regard as important for employees to have. The key skills include: "communication, team work, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology" (ACCI & BCA, 2002, p. 7).
> http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

You will require the following resources:

- Eight key employability squares. These have been provided for you on page 18, but you will need to cut them out.
- Whiteboard and markers or butchers paper and markers (if required).

These instructions may be useful for this activity:

Cut out the squares containing the key employability skills on page 18. Discuss the subject of employability skills with your group and why they are so important to the business community. Divide your participants into groups and ask them to appoint someone to report back at the end of the activity. Give each group an employability skill card to work with. Ask them to discuss why they think theses employability skills are important in work situations today. Ask each group put their key ideas onto butchers paper placed around the room, and then verbally report their thoughts and ideas back to the whole group.

Step 5:

Complete Activity 3 "Transferable Skills".

Step 6:

Work through slide 5.

Activity 1 Handout
New World of Work

Concept	Your understanding
World of work today	
Entrepreneurial	
Lifelong learning	
Job for life	
Self-management	
Globalisation	

Activity 2 Handout
Key Employability Skills

Communication
The elements of communication identified by small, medium and large enterprises are:

- Listening and understanding;
- Speaking clearly and directly;
- Writing to the needs of the audience;
- Negotiating responsively;
- Reading independently;
- Empathising;
- Using numeracy effectively;
- Understanding the needs of internal and external customers;
- Persuading effectively;
- Establishing and using networks;
- Being assertive; and
- Sharing information.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Teamwork
The elements of teamwork identified by small, medium and large enterprises are:

- Working with people of different ages, gender, race, religion or political persuasion;
- Working as an individual and as a member of a team;
- Knowing how to define a role as part of a team;
- Applying teamwork to a range of situations – e.g. futures planning, crisis problem solving;
- Identifying the strengths of team members; and
- Coaching, mentoring and giving feedback.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Problem Solving

The elements of problem solving identified by small, medium and large enterprises are:

- Developing creative, innovative solutions;
- Developing practical solutions;
- Showing independence and initiative in identifying problems and solving them;
- Solving problems in teams;
- Applying a range of strategies to problem solving;
- Using mathematics including budgeting and financial management to solve problems;
- Applying problem-solving strategies across a range of areas;
- Testing assumptions taking the context of data and circumstances into account; and
- Resolving customer concerns in relation to complex project issues.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Initiative and Enterprise

The elements of initiative and enterprise identified by small, medium and large enterprises are:

- Adapting to new situations;
- Developing a strategic, creative, long-term vision;
- Being creative;
- Identifying opportunities not obvious to others;
- Translating ideas into action;
- Generating a range of options; and
- Initiating innovative solutions.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Planning and Organising

The elements of planning and organising identified by small, medium and large enterprises are:

- Managing time and priorities – setting timelines, and coordinating tasks for self and with others;
- Being resourceful;
- Taking initiative and making decisions;
- Adapting resource allocations to cope with contingencies;
- Establishing clear project goals and deliverables;
- Allocating people and other resources to tasks;
- Planning the use of resources including time management;
- Participating in continuous improvement and planning processes;
- Developing a vision and a proactive plan to accompany it;
- Predicting – weighing up risk, evaluating alternatives and applying evaluation criteria;
- Collecting, analysing and organising information; and
- Understanding basic business systems and their relationships.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Self-Management

The elements of self-management identified by small, medium and large enterprises are:

- Having a personal vision and goals;
- Evaluating and monitoring own performance;
- Having knowledge and confidence in own ideas and vision;
- Articulating own ideas and vision; and
- Taking responsibility.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Learning Skills

The elements of learning skills identified by small, medium and large enterprises are:

- Managing own learning;
- Contributing to the learning community at the workplace;
- Using a range of mediums to learn – mentoring, peer support, networking, IT, courses;
- Applying learning to technical issues (e.g. learning about products) and people issues (e.g. interpersonal and cultural aspects of work);
- Having enthusiasm for ongoing learning;
- Being willing to learn in any setting – on and off the job;
- Being open to new ideas and techniques;
- Being prepared to invest time and effort in learning new skills; and
- Acknowledging the need to learn in order to accommodate change.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Leadership

As enterprises reflected on leadership in organisations they talked of employees acting in particular ways in the workplace – for example:

- Encouraging co-workers and team members to focus on the work goals;
- Motivating peers and more junior employees;
- Taking responsibility for themselves and others;
- Participating in and facilitating change and improvement using 'systems thinking'; and
- Building stronger customer relationships through thinking about problems differently.

An excerpt from 'Employability Skills for the Future' (ACCI & BCA, 2002).
http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

Activity 3 Handout
Transferable skills

Some of the essential life skills you need in your personal tool box are:

- resilience
- a positive attitude
- the ability to effectively deal with change
- creativity
- good hygiene and presentation
- high level communication skills
- flexibility
- commitment to lifelong learning
- reliability
- team skills
- initiative
- confidence

What other skills do you think would be helpful to have in your toolbox?

Group Discussion:
Why do you think employers consider these skills to be important?

TOPIC 4 - Taking responsibility

One of the key aspects to managing your own career is being able to exercise control of your own life, learning and work. At times you may need to seek help from significant others in your life, but ultimately you need to take responsibility for your own career development.

The activities in this session are designed for participants who may need to better understand taking control of their situations. The PowerPoint presentation provides a platform for self-reflection as it unfolds. More experienced presenters will be able to seek clarification and discussion on points as they work through the presentation.

There are two activities and one PowerPoint presentation for this session. There is also an optional board game activity, which has been designed to encourage participants to discuss the impact of barriers on their career development. The activities are:

- **Activity 1 – Skills and attributes self management.**
- **Activity 2 – Good self marketing.**
- **Activity 3 (optional) – Overcoming barriers board game.**

Prior Preparation Needed

Read through all the material in the Helpers' and Learners' Packs. Photocopy Activity 1 handouts for participants. Print out the board game and cut out the barrier cards if you are facilitating this optional activity.

Resources Required

- PowerPoint facilities or a set of overhead transparencies for the session.
- Copies of Activity Handouts for each group of participants.
- Whiteboard and markers (if required).
- Butchers paper and markers (if required).
- Pens/pencils.

Time required

Up to 15 minutes per activity.

PowerPoint Presentation Notes

The PowerPoint presentation facilitates discussion on taking responsibility for your own life.

The slides come complete with session notes (normal view pane). Just look at the bottom of the screen to see the notes window. You can drag this window upwards to see more of the notes. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to deliver session

Step 1:

Work through slides 1 to 3.

Ask the group what skills and attributes they think people need to be self-reliant.

Step 2:

Complete **Activity 1 – Skills and attributes for self-management.**

Step 3:

Show slide 4.

Discuss the importance of marketing yourself.

Step 4:

Complete **Activity 2 – Good self-marketing.**

Step 5:

Show slide 5.

Discuss barriers.

Complete **optional board game activity (activity 3).**

Step 6:

Show slide 6.

Activity 1 – Skills and attributes for self-management

Resources required

- Blank worksheets (next page)
- Whiteboard and markers (if required)
- Butchers paper and markers (if required)
- Pens/pencils

Time required

Up to 15 minutes.

1. Below is a table that shows some of the skills and abilities that enable us to be independent and confident. Hand out blank worksheets to your group/s and ask them to brainstorm their own list of the skills and attributes they regard as important to being confident. Discuss all of the skills generated by the group, and then talk about the skills and attributes on the list below. Ensure you identify why they are so important, especially within the context of today's world of work. Do not show the group this list until after the activity is complete.

Some possible answers are as follow:

aware of self	able to market/promote themselves well
able to network effectively with others	able to work in a team
flexible	resilient
a lifelong learner	able to manage time effectively
able to prioritise tasks	adaptable
willing to explore & create opportunities	able to plan realistically
able to make decisions	able to negotiate
able to deal with uncertainty	able to apply their skills to new contexts
confident of their abilities	good organisers
realistic when making plans	able to cope with change

Activity 1 Handout

What are some of the skills and attributes needed to become self-managed?

Self-Management Skills	
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•
•	•

Activity 2 - Good self marketing

Resources required

- Whiteboard and markers (if required).
- Butchers paper and markers (if required).
- Pens/pencils.

  (Note: there is no handout for this activity).

Time required

Up to 15 minutes.

Other instructions

Below is a list of attributes of people who are successful at marketing themselves.

Good self marketers:

- think on their feet
- influence without coercion
- build capital through the acquisition of knowledge – lifelong learning
- have a high level of employability skills
- network effectively
- create, notice and grab opportunities
- develop a unique competitive advantage
- portray a professional image

Ask one of the participants to act as a scribe.

Instructions

1. Write the points above on a whiteboard.

2. Lead a discussion around the topic of self-marketing. Discuss each of the points above and ask for feedback from the group on why they are so important to effective self-marketing.

3. There is a common thread across all of these points. Make sure the group understands how important communication skills and self-confidence are to effectively self-market.

Activity 3 (optional) – Overcoming barriers board game

The board game has been supplied overleaf. You will need to print it out on A3 sized paper. The aim of the board game is to get past the finish line first. As participants work their way through the game they may find barriers that hold them back, or they may fly through and not hit any stumbling blocks. This is like life! Some people encounter barriers, whereas others don't. A set of barrier cards is included below for you to cut out. You may also wish to produce some customised barrier cards, which are appropriate for use with the people who are playing the game in your session.

When a participant draws a barrier card the whole group should discuss the impact of the barrier on career and possible ways to address/overcome the barrier.

You will need dice (one will do), and tokens to move around the board for each player.

Possible barriers to achieving goals could be:

LOW SELF ESTEEM	POOR LITERACY SKILLS	NO SUPPORT NETWORKS
NO CAR	BAD ATTITUDE	FRIENDS WHO ARE A NEGATIVE INFLUENCE
POOR HYGIENE	UNDER-SKILLED	PROJECTING A POOR IMAGE

BOARD GAME

START	**Unplanned event, miss a turn ☹**	**Planned event in your life, go forward one space→**	Cruising ☺	Cruising ☺ ↓
				Cruising ↓ ☺
STOP! ▤ Pick a barrier card and discuss the barrier with the group then wait here until your next turn. ↓	Cruising ☺ ←	← **Attend searching for work workshops, move to the next space!**	STOP! ▤ Pick a barrier card and discuss the barrier with the group then wait here until your next turn.	STOP! ⊗ Roll the dice. If you roll 1, 3 or 5 miss a turn. If you roll a 2, 4 or 6 move to the next square. ←
STOP! ▤ Pick a barrier card and discuss the barrier with the group then move to the next space. →	**Upgrade communication skills, move forward three spaces**	Cruising ☺	STOP! ▤ Pick a barrier card and discuss the barrier with the group then move to the next space. →	Cruising ☺ ↓
				Your car blows up! Miss a turn 💣↓
You have almost achieved your goal! Throw any number on the dice and you win!!!	STOP! ▤ Pick a barrier card and discuss the barrier with the group then wait here till your next turn.	Cruising ☺	STOP! ▤ Pick a barrier card and discuss the barrier with the group then move to the next space. ←	**Gain valuable research skills, move forward two spaces ←**

TOPIC 5 - Being more effective as a helper

Effective helpers are confident of their own abilities and have a good working knowledge of the subjects they are helping with. Effective helpers use assertive communication techniques to ensure they communicate clearly and concisely, and seek support from others when they feel out of their depth.

There are three activities and one PowerPoint presentation for this session. Depending on the amount of time you have, you may wish to choose all or only some of the activities to complete. The activities are designed for participants who would like to learn more about being an effective helper.

The activities are:

- **Activity 1 – Communication skills – Being assertive.**
- **Activity 2 – Understanding self confidence.**
- **Activity 3 – Self confidence indicators.**

PRIOR PREPARATION NEEDED

Read through all the material in the Helpers' and Learners' Packs for this session.

You will need to learn about assertiveness. For more information on the subject of assertiveness, you may like to visit:
http://www.betterhealth.vic.gov.au/bhcv2/bhcpdf.nsf/ByPDF/Assertiveness/$File/Assertiveness.pdf

Or the Deakin University website:
http://www.deakin.edu.au/studentlife/counselling/beempowered/assertyourself.php

Alternatively, more information on assertiveness is available from Component 2 "Elements of Career Service Delivery", from the Australian Career Development Studies package, available from:
http://www.career.edu.au

Resources Required

- PowerPoint facilities or a set of overhead transparencies for Session 6
- Assertiveness information articles.
- Copies of handouts for Activities 2 – 4
- Whiteboard and markers (if required)
- Butchers paper and markers (if required)
- Pens/pencils

Time Required

Up to 15 minutes for each activity.

PowerPoint Presentation Notes

The PowerPoint presentation will allow you to deliver a presentation about how you can help others more effectively. It looks at both the helper and the person being helped and identifies the main traits of effective helpers.

The slides come complete with session notes (normal view pane). Just look at the bottom of the screen to see the notes window. You can drag this window upwards to see more of the notes. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to deliver session

Step 1:

Work through slides 1-5 and then complete the following activity.

Activity 1 - Communication skills – Being assertive

Introduction

In order to be an effective helper it will help your participants if they know more about the subject of assertiveness. As a facilitator, you should also aim to become an assertive communicator, as assertive people are very successful in getting others to listen and engage in communication that will lead to positive outcomes. Effective helpers are aware of their own assertiveness skills, and can use these skills when helping others. Assertive communicators also respect their own and others' views. They stick to the subject and express themselves in a direct and honest manner.

Instructions:

Explain to your participants the advantages of assertive behaviour. Ask the group to come up with some other advantages of assertive behaviour. Write down their responses on a whiteboard or butchers' paper.

Step 2:

Show slide 6.

Step 3:

Work through **Activity 2 - Understanding self-confidence** or **Activity 3 – Self-confidence indicators.**

Step 4:

Show slide 7.

Activity 2 – Understanding self-confidence

Introduction

Self-confidence is about having a positive and realistic perception of yourself and your abilities. On the other hand, a lack of self-confidence is when you feel self-doubt, submissiveness, and feelings of inferiority.

Confidence is power – the power to attract, persuade, influence and succeed.

The good news for those who do not have high levels of confidence is that self-confidence can be learnt.

Resources Required

- Activity 2 handouts for the group (if needed)
- Whiteboard and markers (if required)
- Butchers paper and markers (if required)
- Pens/pencils

Time Required

Up to 10 minutes.

Instructions

Cut out and hand to the group, or write on a whiteboard, the following quotes from some well-known people. Discuss what each of these quotes actually means to participants.

"We must be the changes we want to see."

- M.K. Gandhi.

"No one can make you feel inferior without your consent."

- Eleanor Roosevelt.

"What we have to learn to do, we learn by doing."

-Aristotle.

Activity 3 - Self-confidence indicators

Introduction

Self-confidence can be a big issue for many people in the community. As a helper you may be able to assist someone else to feel better about himself or herself. Other people may require professional help. This activity requires you to lead a discussion on what self-confidence indicators are.

Resources Required

- Self-confidence indicators handouts for the group
- Whiteboard and markers (if required)
- Butchers paper and markers (if required)
- Pens/pencils

Time Required

Up to 15 minutes.

Instructions

1. Use the self-confidence indicators handout to lead a discussion on what some self-confidence indicators are.

2. Have each individual answer the questions at the bottom of the handout.

Activity 3 Handout
Self-confidence indicators

Some self-confidence indicators:

- awareness of personal strengths
- thinking confidently – everything starts with a thought
- acting confidently – watch confident people and copy them (maintain good eye contact where appropriate, be decisive, have an open body posture, smile)
- focusing on the good things, not the bad
- thinking positively about yourself – banish self-criticism
- learning from your experiences
- achieving realistic goals
- being courageous
- valuing simplicity
- welcoming change
- building a positive environment. Your environment has a massive influence on you. The books your read, the people you choose to spend time with, even the music you listen to all influence how you feel about yourself

Why do people need to better understand the importance of being self-confident?

Why might some people need to seek professional assistance with developing greater self-confidence?

TOPIC 6 - Goal setting and action planning

Goals come from setting direction. Your goals are achieved by hard work, reflection and discussion with those who are important to you. This session is about getting participants to set goals and redesign their futures as new obstacles or diversions happen along their journey.

There is one activity in this session and a PowerPoint presentation. The activity is about action planning, setting and achieving goals.

Prior Preparation Needed

Read through the material in the Helpers' and Learners' Packs. Photocopy the case studies and the goal action plan handout (1 copy per person of each).

The following information may provide some useful background:

Without goals and planning, you'll find that life just seems to... *happen*.... without any real purpose or direction! Clear and specific goals will make your action plan more likely to lead to successful results. You will have a much greater chance of success if the objectives or goals you form are SMART:

S **S**pecific

M **M**easurable

A **A**chievable

R **R**ealistic, and within a reasonable

T **T**ime frame

More information on SMART goal setting is available from:

http://www.time-management-guide.com/goal-setting-guidelines.html or

http://www.coun.uvic.ca/learn/program/hndouts/smartgoals.html

Once you've decided what your goals are, and that they are realistic and achievable, it's time to develop an action plan. An action plan will map out what steps need to be taken to achieve your goal.

Writing down your goals will help you to:

- prioritise
- identify obstacles
- clarify what you really want

- motivate you to make a start
- help you to manage your time

You also need to decide if your goals are short, medium or long term. Completing Activity 1 provides participants with the opportunity to practice setting a goal and developing an action plan.

Resources Required

- PowerPoint facilities or a set of overhead transparencies.
- Handouts: 1 copy per person of **Activity 1 - Goal Action Plan**.
- Pens/pencils.

Time Required

45 minutes.

Instructions to deliver session

Step 1:

Work through the PowerPoint presentation slides 1-4.

Step 2:

Complete **Activity 1 - Action Plan**.

Hand out the case studies to participants.

Ask them to read the two case studies.

Step 3:

Break the participants up into groups of up to six people and ask them to fill in a goal action plan for either Alison or Toby.

Ask the participants how the action plan would help Alison or Toby to achieve their goal.

Step 4:

Work through the PowerPoint presentations 5-8.

More information on how to set goals and develop an action plan is available from Component 2 – "Elements of Career Service Delivery", of Australian Career Development Studies.

Activity 1 Handout A

Case studies

Case Study 1

Alison has been out of the paid workplace since 1996 after working full time in a busy city office as an accounts clerk. She has been a volunteer at the local school canteen for the past two years where her oldest child attends primary school. Her other child is two years old and will require day care. Alison would like to re-enter the workforce and is seeking part time work in an office environment. She would prefer not to work outside of school hours.

Case Study 2

Toby is in Year 10 and would like to enter the casual workforce. He wants to continue on to Year 11 next year but would like some part time work to earn some money to help pay for his sporting activities. He doesn't really mind what he does so long as it is outside school hours and public transport is available.

Activity 1 Handout B
Action planning template

Complete the action plan below for a goal that you or the person you are helping would like to achieve.

Goal to be achieved:

How well does this need to be done?

Individual tasks to achieve the goal/s	When does this need to be done by?	Who is responsible for making this happen?
T1		
T2		
T3		

Barriers to achieving Task 1:	
Obstacle:	Solution:

Barriers to achieving Task 2:	
Obstacle:	Solution:

Barriers to achieving Task 3:	
Obstacle:	Solution:

When will we review this plan?

Notes:

TOPIC 7 - Where to find more information on training, learning & work options

Having a working knowledge of available services is an important part of the helping process. Learning more about services from local, regional, state and national sectors can better equip people to provide information and facilitate referrals.

This session has three optional activities and one PowerPoint presentation. The activities are designed to help participants to research and engage with service providers to find out more about their services and availability in their region. These activities are engagement-based and may not be satisfactorily achieved in a short session; rather, they would be better used as part of a structured program.

The activities are:

- **Activity 1 - Researching Centrelink services.**
- **Activity 2 - Researching Job Network services.**
- **Activity 3 - Researching internet-based services.**

The PowerPoint presentation provides a basic overview of service providers and will need to be customised to suit the needs of your area.

Prior Preparation Needed

Read through the material in the Helpers' and Learners' Packs. You will need to visit Centrelink either in person or on the web before the session begins to obtain factsheets about Centrelink services. Go to http://www.centrelink.gov.au or the specific links provided under each heading, and obtain the following factsheets as well as information on Career Information Centres.

Factsheets

- Centrelink Community Service Register Factsheet - provides information on the community service register linking customers, the community and Centrelink.
  http://www.centrelink.gov.au/internet/internet.nsf/community/publications.htm

- Financial Information Service Factsheets - a series of factsheets containing information about specific financial matters.
  http://www.centrelink.gov.au/internet/internet.nsf/publications/fis002.htm

- Finding the Right Direction - Career Counselling Factsheet - information on career counselling for young job seekers.
  http://www.centrelink.gov.au/internet/internet.nsf/publications/lw002.htm

- Information for part time and casual workers factsheet - provides information on how part time and casual work can affect your payments from Centrelink.
  http://www.centrelink.gov.au/internet/internet.nsf/publications/lw006.htm

- Social Workers Factsheet - provides information about who can use social worker services and how they can help people.
  http://www.centrelink.gov.au/internet/internet.nsf/filestores/ch003_0210/$file/ch003_0210en.pdf

- Career Information Centre - 'one-stop-shops' providing a comprehensive free service to all Australians.
  http://www.centrelink.gov.au/internet/internet.nsf/services/career_centres.htm

- Locations of Career Information Centres
  http://www.centrelink.gov.au/internet/internet.nsf/services/career_centres_outlets.htm

Photocopy enough copies of the factsheets for each participant.

Research the services available to help people in your area and add them to slide number 6 for this session. You may wish to also prepare an A4 handout with local service providers and helpful websites where participants can obtain more information relevant to their area.

The activities you choose to use will depend on your target audience. For example, a group of people who have just been made redundant may benefit from the Centrelink activity, whereas a group of school leavers may benefit from the Internet activity.

Resources Required

- PowerPoint facilities or a set of overhead transparencies for this session
- Centrelink Fact-Sheets to hand out to participants (See Activity 1)
- Internet access
- Access to a Job Network Provider or Internet access
- Pens/pencils

Time Required

30 mins to 1 hour per activity.

PowerPoint Presentation Notes

The PowerPoint presentation will allow you to deliver a presentation on the range of services available to individuals in your region. This presentation may require you to add some extra information specific to your region to make it more meaningful to your participants.

The slides come complete with session notes (normal view pane). Just look at the bottom of the screen to see the notes window. You can drag this window upwards to see more of the notes. Use the notes as a guide to flesh out the information on the accompanying slide.

Instructions to deliver session

Step 1:

Work through slides 1-3.

Step 2:

Complete optional **Activity 1 - Researching Centrelink services.**

Introduction

Centrelink offers a huge variety of services, some of which may be unknown to you or the participants in your group. This activity is engagement-based and will require those completing it to conduct research to ascertain the extent of services in their community.

You may wish to invite a Centrelink officer to be a guest speaker at this session. They could provide an overview of Centrelink services and answer questions.

Resources required

- Centrelink FactSheets to hand out to participants
- Pens/pencils

Time required

Approximately 1 hour.

Instructions

1. Hand out copies of the Centrelink factsheets and ask participants to read through them to understand the services available.

2. The participants can use the sheets to answer the questions on the Activity 1 handouts.

Step 3:

Work through slide 3.

Step 4:

Complete optional **Activity 2 - Research Job Network services.**

Introduction

The Job Network is the employment service provider for the Federal Government. There are hundreds of Job Network agencies across Australia.

Resources required

- There are two ways this activity can be presented. Choose Option A or Option B. You will require either access to a Job Network Provider via a personal visit, or alternatively, access to the internet.
- Pens/pencils.

Time required

Approximately 1 hour.

Option A

Contact a Job Network Member and invite them along to the session as a guest speaker. Ask if they can inform participants of the following as well as answer questions from participants:

- What services do they provide?
- What is required for registration?
- What is mutual obligation?
- How can they make people more "job ready"?
- What financial or training assistance can they provide?
- Where are they located and how can they be contacted?

Ask participants to note their findings on the worksheet provided.

Option B

If you are unable to arrange a personal visit, organise access to the Internet for your participants and bookmark the Job Network website.

Assist participants to research for information on Job Network services. This website is part of the http://www.jobsearch.gov.au site and can be located directly by clicking on this link: http://www.workplace.gov.au/workplace/Category/SchemesInitiatives/JobNetwork/

Ask participants to note their findings on the worksheet provided.

Step 5:

Work through slides 5-7.

Step 6:

Complete optional **Activity 3 - Researching internet-based services.**

Introduction

Having a good working knowledge of the services available to anyone seeking information on career and work is an important part of the helping process. There are many websites with current, reliable information on education and training options, self-employment and enterprise options, financial incentives and assistance for work and employment services.

This session is about helping participants to access some of the websites of value to them when looking for information about various career options.

Resources required

- Access to the internet
- Pens/pencils

Time required

This will vary depending on how many websites you wish to cover.

Instructions

1. Before the session starts bookmark the sites listed overleaf. You might like to bookmark local service websites as well if available.

2. Explain to participants the importance of using valid, reliable and current information when helping someone make career decisions. Explain how the internet can be a great resource, particularly if participants are from regional and remote areas with no direct access to some of the services offered in larger centres.

3. Ask participants to look at the suggested websites. Depending on the experience of the participants you may suggest they register and log on to My Guide on the myfuture website and learn more about how this site can help them explore their career directions and plan their futures.

Suggested websites for participants to access are:

http://www.myfuture.edu.au - in particular explain how the My Guide part of this website saves your work so that you can come back to review and revise your plans.

http://www.jobsearch.gov.au - contains extensive resources and links to job vacancies, job outlooks, labour market trends, self employment, resume builder, and more.

http://www.jobguide.thegoodguides.com.au - provides information on a wide variety of occupations, education and training pathways. This website also contains information and links to help you research various options.

Step 7:

Work through slides 8-9.

Activity 1 Handout

Centrelink services

Centrelink Community Services Register

What is the Centrelink Community Services Register?

Financial Information Service (FIS) factsheet

How can the FIS assist someone to make informed decisions about investment and financial issues for their current and future financial needs?

Finding the Right Direction - Career Counselling Factsheet

Who is eligible for Centrelink Career Planning?

Information for part time and casual workers factsheet

Do you still have to look for work if you are working less than thirty hours per week? Describe the Centrelink ruling.

Social Workers Factsheet

Who can social workers help?

Centrelink - Career Information Centre

List the services a Career Information Centre offers:

Services Delivered

Where is the location of your nearest centre?

How could you contact the centre?

Activity 2 Handout
Research Job Network services

List your findings

• What services do they provide?
• What is required for registration?
• What is mutual obligation?
• How can they make people more "job ready"?
• What financial or training assistance can they provide?
• Where is the provider located and how can they be contacted?

Useful Resources

Myfuture http://www.myfuture.edu.au

Get Access http://www.getaccess.wa.gov.au

Jobsearch http://www.jobsearch.gov.au

DETYA Job Guide http://jobguide.detya.gov.au/

Program Achieve http://www.forbesps.sa.edu.au/students/achieve.htm

Component 2 - "Elements of Career Service Delivery" http://www.career.edu.au

"Employability Skills for the Future"

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

"Career, more than just a job."

http://www.myfuture.edu.au/Include/StreamContent.ASP?ID=22

References

ACCI & BCA. (2002). *Employability Skills for the Future*. Retrieved November 2004 from http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

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Miles Morgan Australia. (2003). *Australian Blueprint for Career Development. Draft Prototype*. Canberra: Department of Education, Science and Training. Retrieved August 2004 from http://www.dest.gov.au/blueprint

Helpers' Pack

Evaluation Form

What is this survey for?

The purpose of this survey is to obtain feedback on the Helpers' Pack, a module of Awareness of Career Development, which is a component of the Australian Career Development Studies package. We really appreciate your participation, and thank you for the time you have taken to work your way through the Helpers' Pack. We hope you will take this opportunity to provide us with your honest feedback.

What will happen to the survey data?

The information you provide in this survey will be analysed and used to assess participant satisfaction with the learning materials. It may also be included in reports to the Department of Education, Science and Training (DEST). If you are happy for us to contact you for any queries or follow up information we might require about your comments in this survey, please fill in your details in the "About You' section overleaf. Alternatively, you can choose to complete the survey anonymously.

Your participation

We would be grateful if you could **return your completed survey** to Katie Scott at Miles Morgan Australia Pty Ltd**.** Please feel free to contact Katie if you have any questions about the survey or the project.

Thank you again for your participation in this survey.

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About you

It would be helpful if you could provide some information about yourself to enable us organise our responses. Would you please complete the following details?

Your Name:

Your Organisation's Name:

Your Address:

Your Phone Number:

Your Email Address:

Your Fax Number:

Your Position Title (eg School Career Advisor):

Before you start

Some of the questions that follow ask you to choose between a range of options, while others ask for your general comments. **Please read all sections carefully and answer each question as honestly as you can.**

Please Note*: If you are planning to submit your survey* ***electronically (that is, via email****), please type a 'Y' into the column that corresponds to your choice on the questions that have a range of options to choose from. We will then know from your 'Y' that you are indicating 'yes, this is my choice' for that question. These questions appear in table format to make it easier for you.*

THANK YOU. PLEASE CONTINUE…

In the following table, please select the response that you feel **most closely** matches your thinking about the statements provided. Please select **only one** response for each statement. Remember, these statements refer to **HELPERS' PACK** only.

Statement	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly agree**
1. The Helpers' Pack is easy to understand					
2. The Helpers' Pack provides reasonable coverage of the topics it contains					
3. I don't think the content of the Helpers' Pack is relevant to my work					
4. I liked the way the Helpers' Pack was organised					
5. I found the information in the Helpers' Pack confusing					
6. The Helpers' Pack contains information I think is useful					
7. There were things I expected to see in the Helpers' Pack that were not included					
8. I can apply the information in the Helpers' Pack to my work					
9. I think the content in the Helpers' Pack is adequately covered					
10. I found the content of the Helpers' Pack clear and easy to follow					
11. I think the Helpers' Pack contains practical information					
12.The Helpers' Pack contains everything it needs to					

How long did it take you to complete the pack? _____

THANK YOU. PLEASE CONTINUE…

The next questions ask you to comment on the things you liked and did not like about the Helpers' Pack. Please write or type your responses to each question in the spaces provided.

1. Is there anything about the Helpers' Pack that you would like us to remove or modify?

2. Is there anything currently in the Helpers' Pack that you particularly liked, or think it is important to retain?

3. Do you have any other comments you would like to make about the Helpers' Pack?

You have now completed the survey! Thank you once again for your participation. Your input is greatly appreciated and we look forward to reviewing your responses.